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ABSTRACT

In 1990, a study was conducted at Mt. San Antonio College to examine the relationship between students' successful completion of English and Learning Resources Network (LERN) courses and the completion of other college courses during the same semester. The study population included all students who were enrolled in either English 1A, 68, 67, or LERN 76 courses during the fall terms 1987, 1988, and 1989. Over the 3-year period, these four courses enrolled a total of 7,230, 8,201, 3,369, and 1,325 students, respectively. Successful students were defined as those who received a grade of "C" or better in the English or LERN courses. Study findings included the following: (1) 64.5% of the total population of successful English 1A students and 60.8% of successful English 68 students also completed two or more additional classes in the same semester, as compared to 37.2% of the unsuccessful students; (2) 63.6% of the successful LERN 76 students also completed two or more additional classes in the same semester, compared to only 20.1% of the unsuccessful students, and only 22.3% of the students who withdrew from the LERN courses; (3) 43.1% of the successful English 67 students completed two or more other fall term classes, compared with 20.6% of the unsuccessful students; (4) there was a strong relationship between students' grades in English 1A, English 68, English 67, and LERN 76 and total units completed in the same term; and (5) results were similar across all three terms for each class studied. For each of the courses studied, graphs providing year-by-year data and three-semester data summaries are included. (JMC)

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RELATIONSHIP BETWEEN STUDENT PROGRESS IN COLLEGE AND SUCCESSFUL COMPLETION OF ENGLISH AND LERN CLASSES

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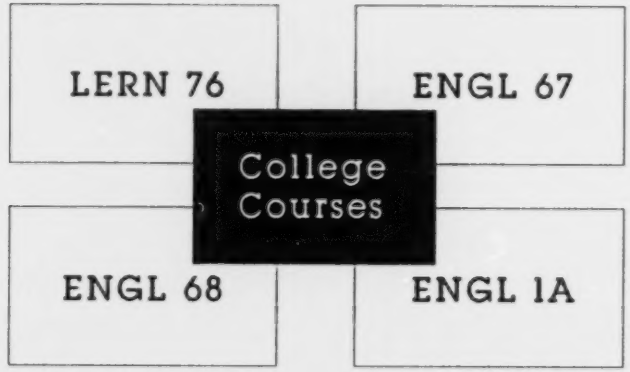

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FOCUS STUDY

INSTITUTIONAL RESEARCH GRATEFULLY ACKNOWLEDGES THE ASSISTANCE OF

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JC910217

March 1991

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RELATIONSHIP BETWEEN STUDENT PROGRESS IN COLLEGE AND SUCCESSFUL COMPLETION OF ENGLISH AND LERN CLASSES

AB 1725 Accountability Model Study

Prepared by the
Mt. San Antonio College
Office of Institutional Research

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INTRODUCTION

Evolution of Course Prerequisites at Mt. San Antonio College

English, mathematics and chemistry have always required assessment for student placement. Prior to Fall 1987, many other courses had advisory and some had mandatory prerequisites requiring students to have completed or be eligible for English 68, 1A or Math 51. These prerequisites were the result of a college-wide faculty effort to improve student success.

Beginning in 1982, faculty analyzed their courses to identify the basic skills students needed to successfully receive a "C" grade or better. Course by course prerequisites essential for student success were recommended by faculty. The chart below summarizes courses reviewed by faculty.

BASIC SKILLS REQUIRED	NUMBER OF COURSES REVIEWED	PERCENT ESSENTIAL/ PARTLY ESSENTIAL
Reading	532	96%
Writing	529	92%
Oral Communication	518	85%
Math	511	66%
Manual Dexterity	535	63%

Alternative methods of placement such as transcript review were added, and additional tests including: SAT, ACT, Michigan Test of English Language Proficiency (Form L), Michigan Test of Aural Comprehension (tape), Gates, Nelson-Denny, Chemistry Course Placement (CDTP), Advanced Math Qualifying Exam, MDTP, Toefl and Enhanced Asset. Course by course analysis starting in 1986 showed course prerequisites did not adversely effect Hispanic or Black students.

INTRODUCTION: Evolution of Course Prerequisites at Mt. San Antonio College

An evaluation of the Asset and the Computerized Placement Test (CPT) provided the opportunity for a pilot study on the influence of successful English course completion on student retention. A random sample of 1,403 students who tested and enrolled in an English or LERN class in the Fall 1987 semester was analyzed by Sandra Starkey, Director of Assessment and Placement. The data showed a dramatic correlation between student completion of other courses and their receiving a "C" grade or better in English or LERN classes. (Results of the pilot study were reported in *Course Retention Analysis, Mt. San Antonio College, Focus Study, July 1989.*)

Joseph Zagorski, Vice President of Instruction and Student Services, recommended a study be done of all students enrolled in English and LERN classes for three semesters to see if the findings from Starkey's pilot study could be replicated. The entire population of students in English 1A, 68, 67 and LERN 76 during the fall terms of 1987, 1988 and 1989 were included in the study. The same correlations were found. Students who received a "C" grade or better and completed LERN classes with credit were more likely to successfully complete more of their other classes. Similar results were found in each of the courses in analyses focusing on the total population of students who took the course in the three terms and analyses that looked at the students in each course according to the individual terms.

Successful students were defined as those who received a grade of "C" or higher in the English courses or credit in the LERN classes. Students who received grades of "D" or "F" in the English courses or "NC" in LERN 76 were defined as unsuccessful students.

The total number of students varied somewhat from course to course. The total count ranged from 8,201 students in the English 68 classes to 1,325 in LERN 76 sections. English 67 students totaled 3,369, and there were 7,230 students in the English 1A classes.

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Is there a relationship between student progress in College and successful completion of English and LERN classes?

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ENGLISH 1A AND COMPLETION OF OTHER COURSES

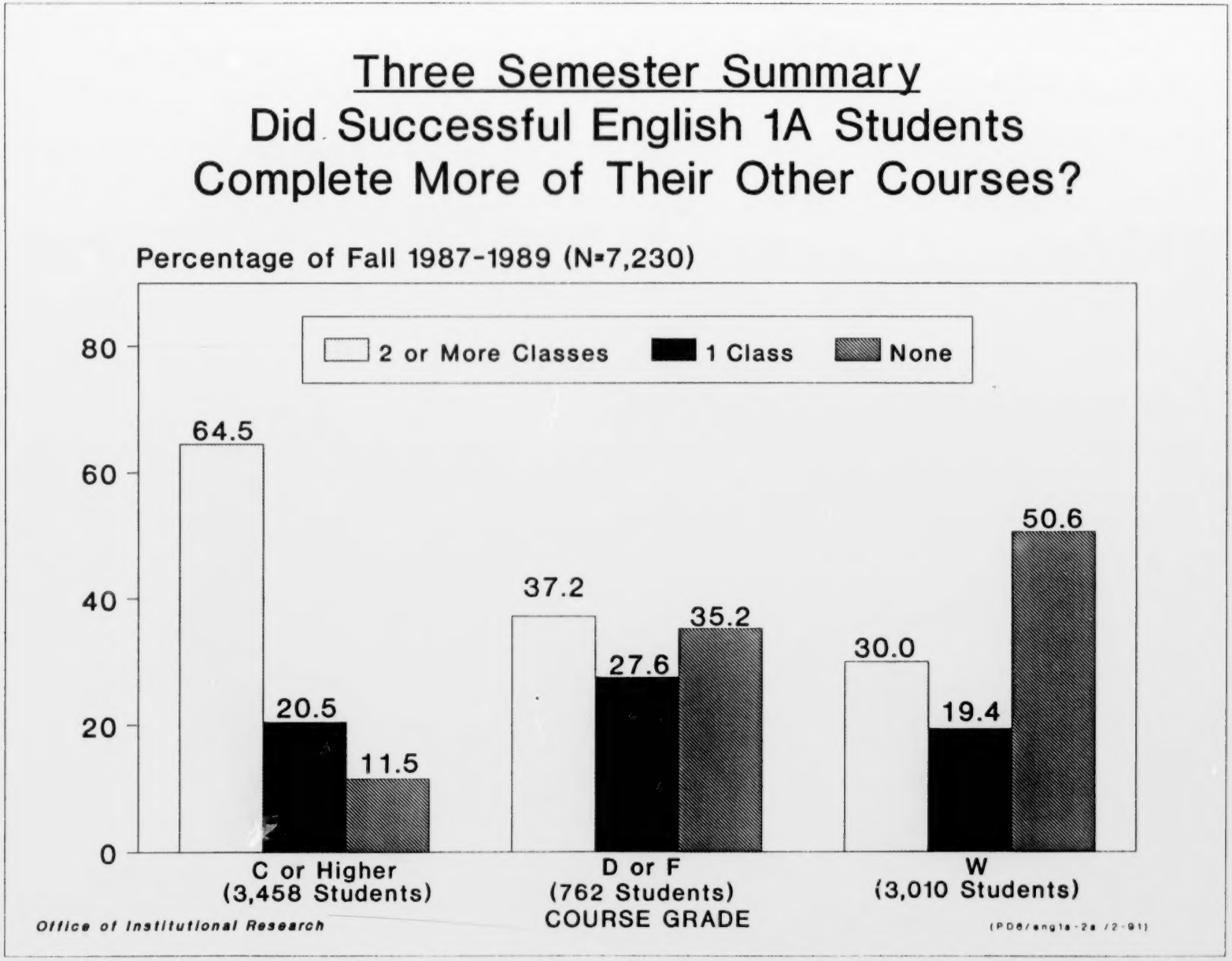
ENGLISH 1A AND COMPLETION OF OTHER COURSES

Students who received a grade of "C" or higher in English 1A were much more likely to successfully complete other classes in the same semester:

- 64.5% of the total population of successful English 1A students also completed two or more additional classes in the same semester, as compared to 37.2% of the unsuccessful students and 30% of the students who withdrew.
- The results were similar for each of the three semesters.
- There was a strong relationship between students' English 1A grades and units completed in the same term. The Pearson correlation between the two variables was .54 for the fall semesters of 1987 and 1988 and .55 for Fall 1989.

English 1A grades and units completed in the next term were also significantly related. Pearson correlations between the two variables ranged from .28 for the students who took English 1A in the fall semesters of 1987 and 1988 to .25 for the Fall 1989 English 1A students.

(Figure 1)


Three Semester Summary
Did Successful English 1A Students
Complete More of Their Other Courses?
Percentage of Fall 1987-1989 (N=7,230)
2 or More Classes
1 Class
None
80
60
40
20
0
64.5
20.5
11.5
37.2
27.6
35.2
30.0
19.4
50.6
C or Higher
(3,458 Students)
D or F
(762 Students)
W
(3,010 Students)
COURSE GRADE
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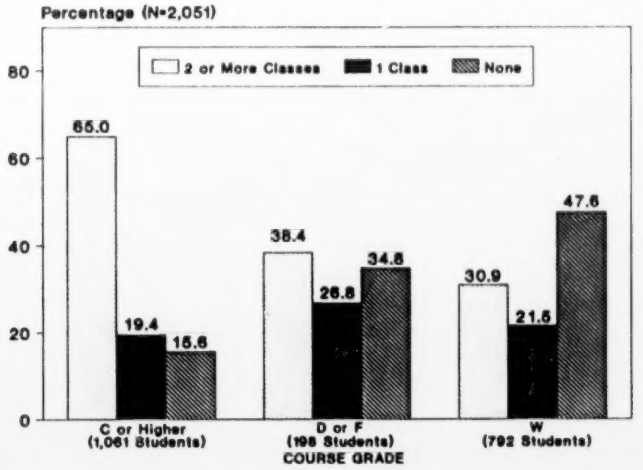
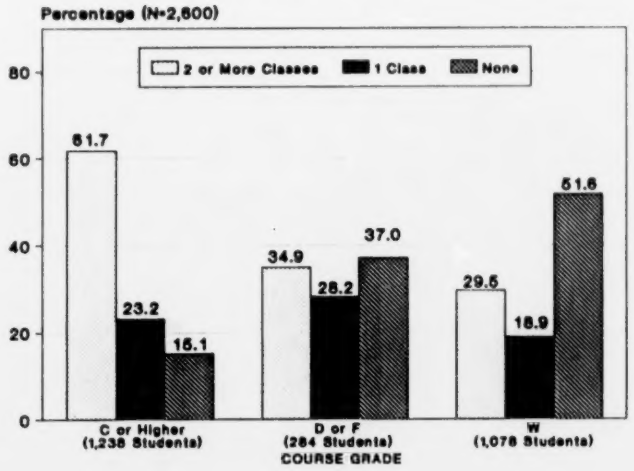
(Figure 2)

Did Successful English 1A Students Complete More of Their Other Courses?

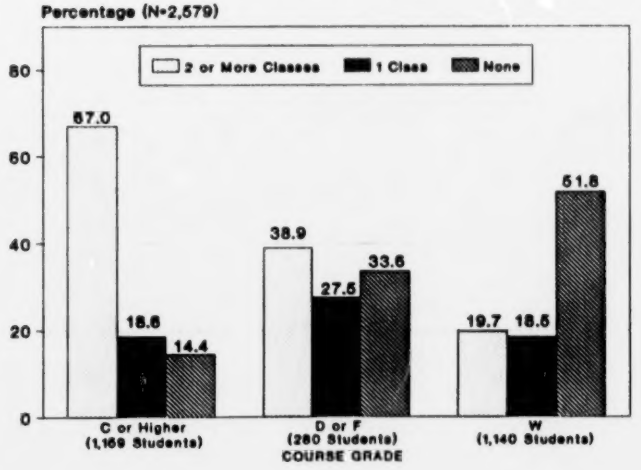
FALL 1987



FALL 1989



FALL 1988



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ENGLISH 68
AND COMPLETION OF
OTHER COURSES

ENGLISH 68 AND COMPLETION OF OTHER COURSES

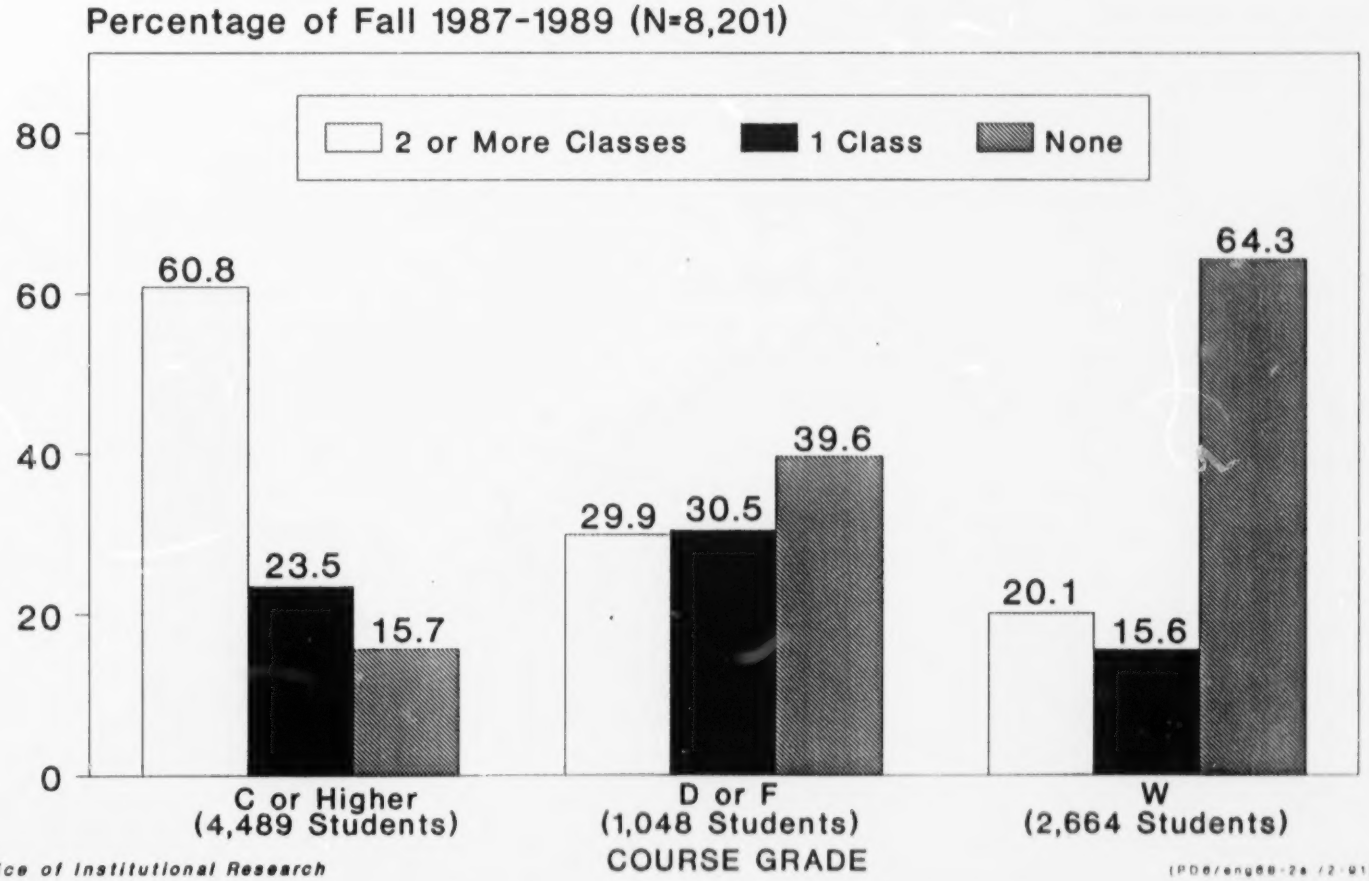
Students who received a grade of "C" or higher in English 68 were also more likely to successfully complete other classes in the same semester:

- While 60.8% of the successful completers in the total population of English 68 students also completed two or more additional classes in the same semester, only 37.2% of the unsuccessful students and 30% of the students who withdrew from English 68 completed a minimum of two classes.
- The results were similar for each of the three semesters.
- The relationship between students' English 68 grades and units completed in the same term was strong. The Pearson correlation between grades and same semester units was .57 for the Fall 1987, .61 for Fall 1988, and .62 for Fall 1989.

There were also significant correlations between English 68 grades and units completed in the following term. The Pearson correlations with fall English grades and units taken in the spring term were .28 for the Fall 1987 students, .32 for students who took English 68 in Fall 1988, and .33 for the Fall 1989 term.

(Figure 3)

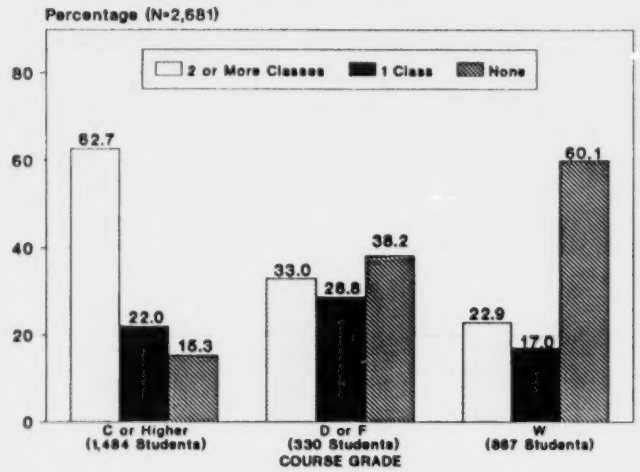
Three Semester Summary
Did Successful English 68 Students Complete More of Their Other Courses?



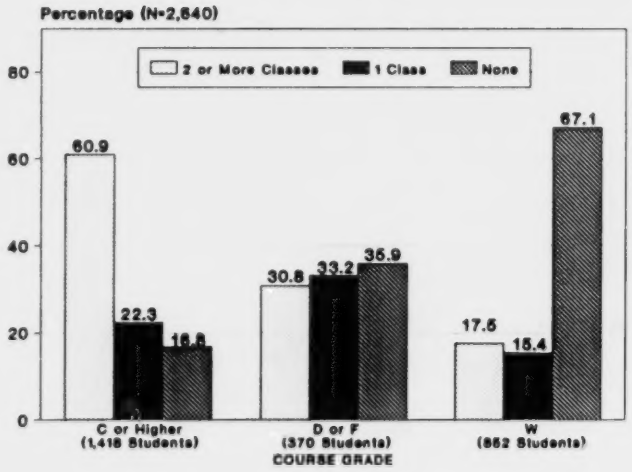
(Figure 4)

Did Successful English 68 Students Complete More of Their Other Courses?

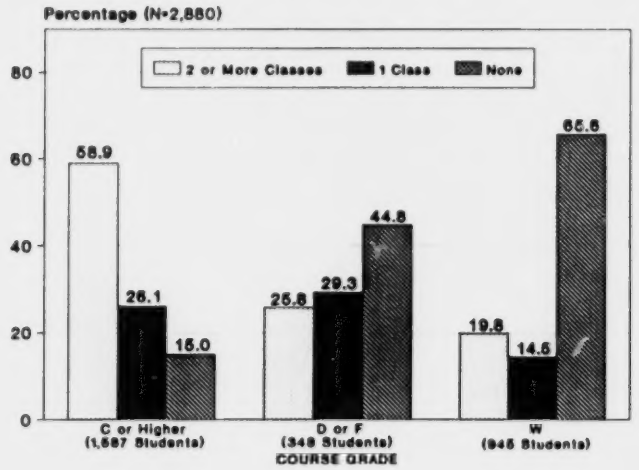
FALL 1987



FALL 1989



FALL 1988



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ENGLISH 67
AND COMPLETION OF
OTHER COURSES

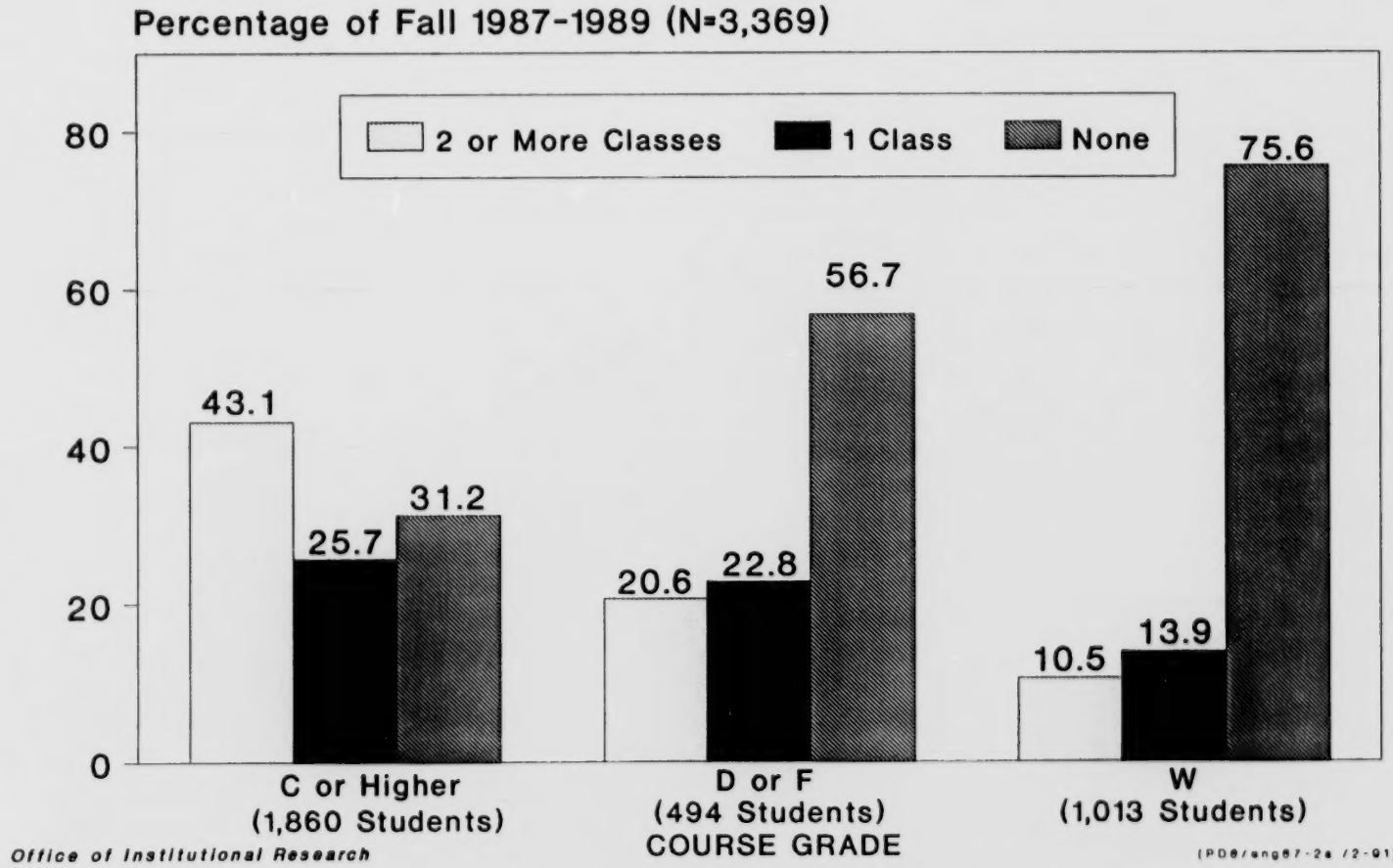
ENGLISH 67 AND COMPLETION OF OTHER COURSES

Fall English 67 students who received a grade of "C" or higher were more likely to also successfully complete other classes in the same semester:

- 43.1% of the students who successfully completed English 67, 20.6% of the unsuccessful students, and 10.5% of the students who withdrew from English 67 also completed two or more other fall term classes.
- Similar results were found for each of the three semesters studied.
- There were high relationships between students' English 67 grades and units completed in the same term. Pearson correlations between grades and units successfully completed in the same semester was .55 for the Fall 1987, .57 for Fall 1988, and .56 for Fall 1989.

Successful students were also more likely to successfully complete more units in the term following English 67. There were significant correlations between Spring units and English 67 grades of .22 for Fall 1987, .34 for Fall 1988, and .28 for Fall 1989.

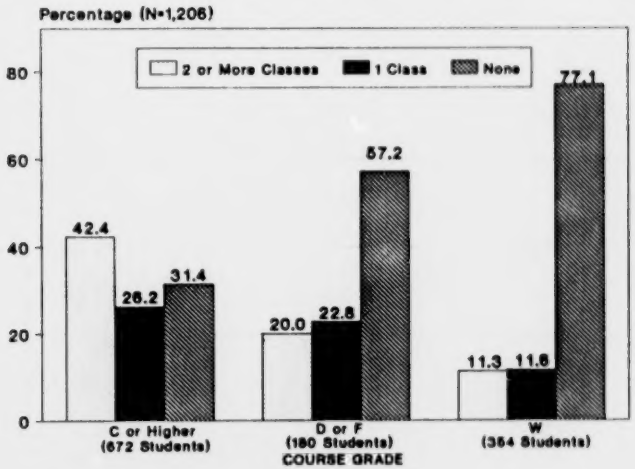
Three Semester Summary
Did Successful English 67 Students Complete More of Their Other Courses?



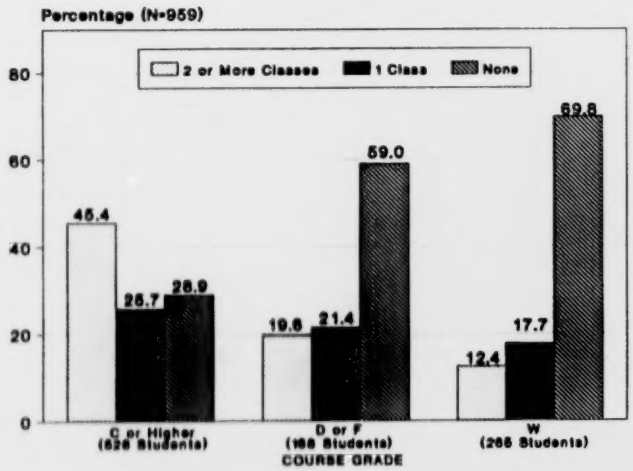
(Figure 6)

Did Successful English 67 Students Complete More of Their Other Courses?

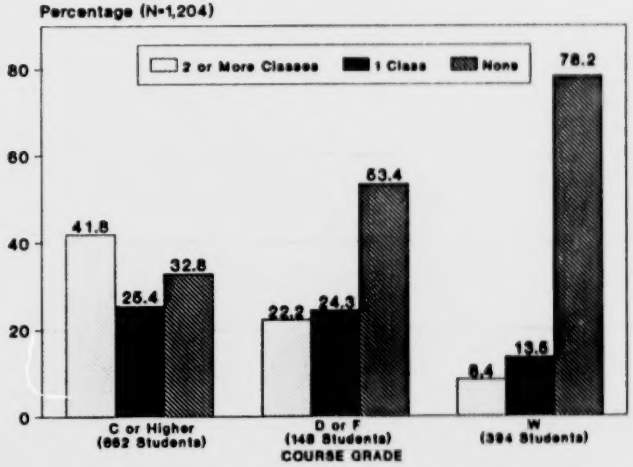
FALL 1987



FALL 1989



FALL 1988



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LERN 76
AND COMPLETION OF
OTHER COURSES

LERN 76 AND COMPLETION OF OTHER COURSES

Students who received credit for LERN 76 also were more successful in completing other classes in the same semester:

- 63.6% of the students who completed LERN 76 also completed two or more additional classes in the same semester, whereas 20.1% of the unsuccessful students and 22.3% of the students who withdrew from LERN 76 completed a minimum of two classes.
- The outcomes were similar in each of the three terms.
- The relationship between students' LERN 76 grades and units completed in the same term was slightly stronger than other correlations in the study. The Pearson correlation between grades and same semester units was .66 for Fall 1987, .60 for Fall 1988, and .68 for Fall 1989.

There were also significant correlations between LERN 76 grades and units completed in the following term. The Pearson correlations for fall English grades and units taken in the spring term were .38 for those who took LERN 76 in Fall 1987, .16 for students in LERN 76 in Fall 1988, and .22 for the students in the Fall 1989 LERN classes.

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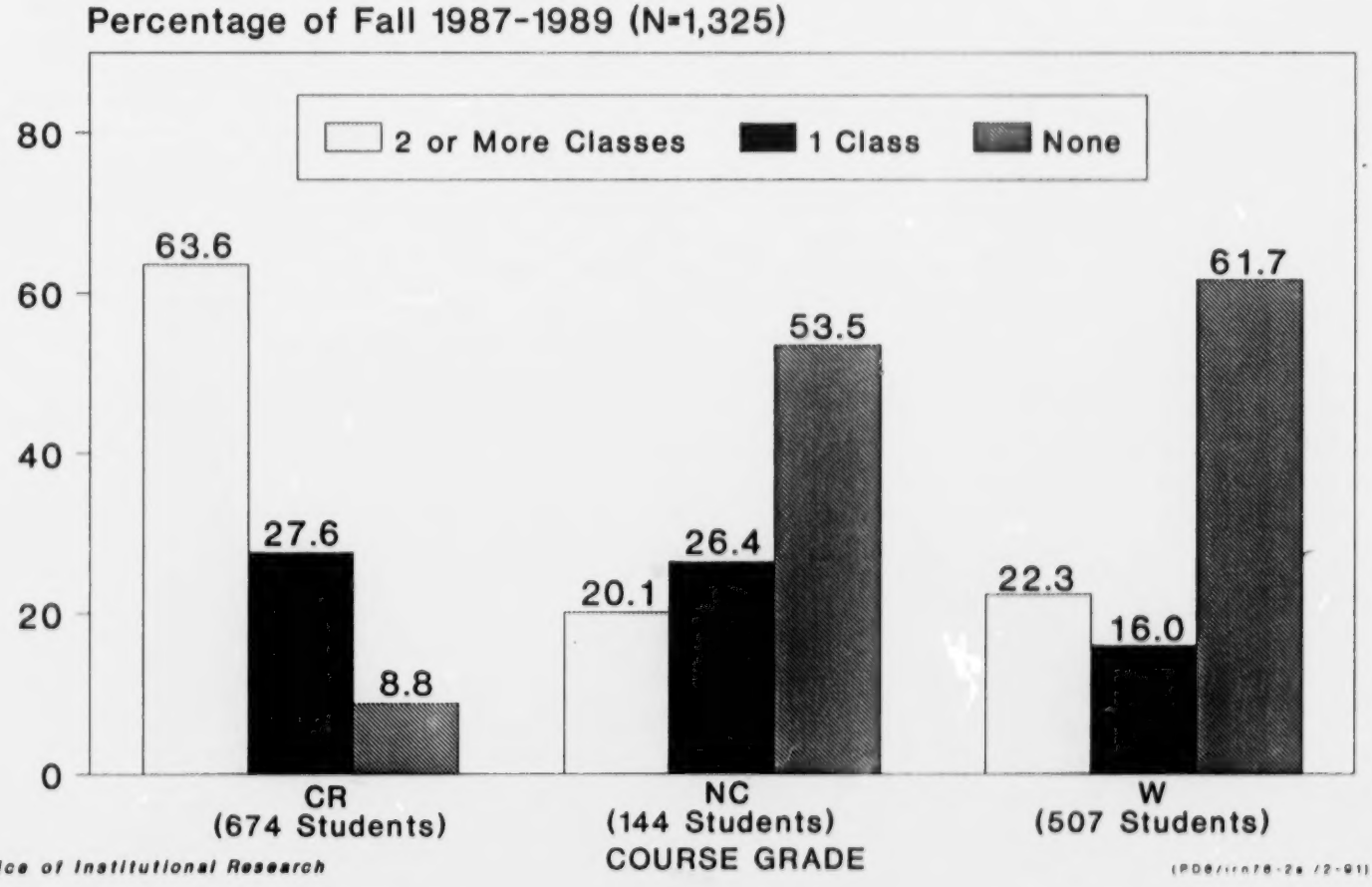
(Figure 7)

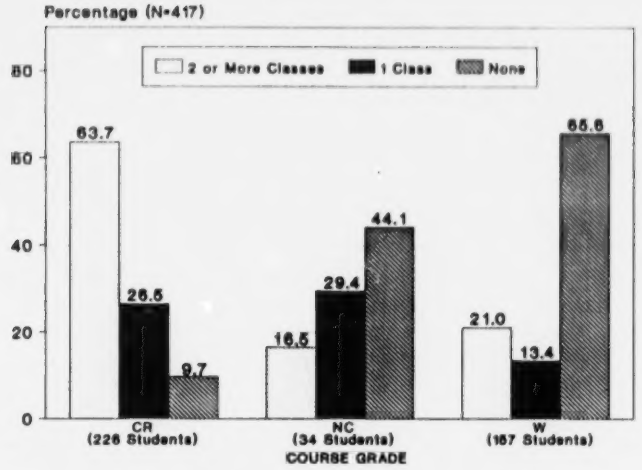
Three Semester Summary
Did Successful LERN 76 Students Complete More of Their Other Courses?



(Figure 8)

Did Successful LERN 76 Students Complete More of Their Other Courses?

FALL 1987



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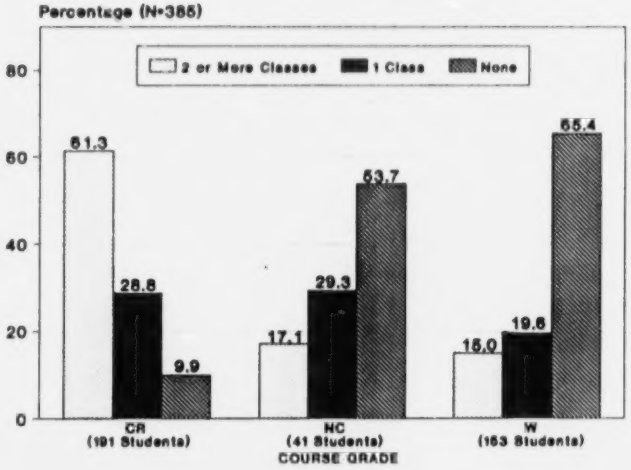
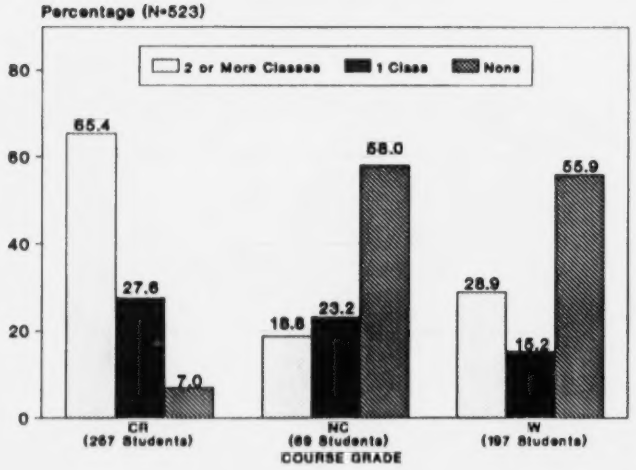


FALL 1988



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